DOCUMENT RESUME

ED 048 938 PS 004 520

TITLE	Evaluation Guide for Early Childhood Education Programs.
INSTITUTION	Alabama State Dept. of Education, Montgomery.
SPONS AGENCY	Southern Education Foundation, Atlanta, Ga.
PUB DATE	69
NOTE	23p.
AVAILABLE FROM	Teacher Education, State Department of Education, State Office Building, Montgomery, Alabama 36104
EDRS PRICE	EDRS Price MF-$0.65 HC-$3.29
DESCRIPTORS	*Early Childhood Education, Educational Administration, *Evaluation Criteria, Faculty Evaluation, Library Programs, Physical Facilities, Program Evaluation, *State Standards, *Teacher Education, *Teacher Education Curriculum

ABSTRACT

This publication is a bulletin of the standards used by the Alabama State Department of Education in 1969, for the evaluation and approval of programs of teacher education in the area of early childhood. The 14 standards enumerated include: institution's statement of purpose, organization and administration, program of instruction, faculty, library and related sources, and physical facilities. Under each standard is a narrative explanation of standard content. These institution standards, designed for baccalaureate and master's degree programs in early childhood education, are useful to institutions which plan to design and develop early childhood education programs. (Author/AJ)

ED048938

U. S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

EVALUATION GUIDE

FOR

EARLY CHILDHOOD EDUCATION PROGRAMS

PS004520

TEACHER EDUCATION
STATE DEPARTMENT OF EDUCATION
MONTGOMERY, ALABAMA 36104
FUNDED BY SOUTHERN EDUCATION FOUNDATION
1 9 6 9

INTRODUCTION

During the twentieth century education has expanded its offerings and services to meet the needs of a wider age range group as well as a more varied school population. With deepened insights into the importance and influence of good education experiences for young children, public schools are increasingly accepting responsibility for providing Early Childhood Education programs as an integral part of the elementary school. Essential to good programs for children is the preparation of teachers. Therefore, it becomes important that teacher education institutions provide appropriate and well-planned programs to prepare competent Early Childhood teachers. For purposes of this bulletin, Early Childhood Education is defined as a program designed for children whose age range extends from four through eight years.

As new programs in teacher education are developed, the State Department of Education will evaluate and approve these programs for certification purposes. This bulletin contains the standards which will be used for the evaluation and approval of programs designed to prepare teachers in Early Childhood Education.

The primary purpose of the bulletin is for use by the State Department of Education. Teacher education institutions which plan to design and develop programs in Early Childhood Education should find valuable guidelines relating to all phases of a quality preparation program for teachers.

Fourteen standards are identified and discussed. These standards are explained under the following major areas:

A. Purpose
   Standard 1

B. Organization and Administration
   Standard 2

C. Program of Instruction
   Standards 3, 4, 5, 6, 7

D. Faculty
   Standards 8, 9, 10

E. Library and Related Resources
Standard 11

F. Physical Facilities
Standards 12, 13, 14

Under each standard is a narrative description which will give an explanation of standard content. These descriptions are important in evaluating program, faculty, and facilities. The standards contained in the bulletin are designed for baccalaureate and master's degree programs in Early Childhood Education.

The following individuals have been primarily responsible for the bulletin and their devotion to its preparation is gratefully acknowledged:

Mr. O. M. Bratton, State Department of Education

Dr. Frankie Ellis, Tuskegee Institute

Dr. Mildred Ellisor, Auburn University

Dr. Zelia Evans, Alabama State College

Dr. Mary Jo Harris, University of South Alabama

Dr. Elizabeth Lewis, University of Alabama

Miss Lulu Palmer, State Department of Education

Dr. Rebecca Pate, University of Montevallo

Dr. Curtis Sellers, Huntsville City Schools

Mr. Oscar Zeanah, Andalusia City Schools

W. Morrison McCall

W. Morrison McCall, Director
Teacher Education and Certification

A. PURPOSE

Standard 1. The institution should have a clear and concise statement of its purposes concerning teacher education in which are included specific purposes of Early Childhood Education.

The statement of purposes should be consistent with the purposes approved by the regional accrediting agency. The institution should also state basic beliefs, commitments, and values which it holds with respect to Early Childhood Education. The purposes should be re-evaluated periodically and revised in view of needs reflected by change.

ED004520

B. ORGANIZATION AND ADMINISTRATION

Standard 2. The organizational structure and administrative policies of the Early Childhood Education program should be well defined and clearly understood.

An organizational structure is necessary for assigning responsibility, making effective use of resources, and achieving goals. It is recommended that an interdisciplinary council or committee, composed of representatives of major areas of the program, serve as an advisory group to study and make recommendations concerning the program and its implementation. The organizational structure should reflect the uniqueness of the institution and, at the same time, should facilitate the attainment of the purposes of the program.

The institution should have a person or a group officially designated as having the primary responsibility for planning, coordinating, developing, and evaluating the program. The final authority and responsibility for the program must be assumed by the person officially designated to make recommendations for certification to the State Department of Education, for example, the Dean of the College, Dean of the School of Education, or the Chairman of the Department of Education.

C. PROGRAM OF INSTRUCTION

Standard 3. The institution should have a carefully designed and clearly stated plan for screening and selecting students to be admitted to the program in Early Childhood Education.

Each college or university has its requirements for admission to the institution. These policies should be clearly stated explaining the general and specific requirements. Students seeking admission to teacher education should meet requirements in addition to those necessary to enroll in the institution. Policies for admission to teacher education should be consistent with the standards recommended by the National Council for Accreditation of Teacher Education.

In addition to admission to the institution and to teacher education, an individual evaluation should determine a student's suitability for the specialized area of Early Childhood Education. A number of criteria should be used such as national norms on selected standardized tests, academic achievement, and personal characteristics.

All teachers should demonstrate personal characteristics which will contribute to their effectiveness in the classroom. The following characteristics are desirable for all teachers; they are essential, however, for the success of the teacher of young children:

1. Believes in the ability of all children to learn, grow, and develop.
2. Possesses a deep affection for children as individuals and in groups and has faith and trust in them.
3. Demonstrates that he cares deeply about each child and lets him know that he cares.
4. Possesses a positive, wholesome, and realistic self-concept and reflects this in positive feelings toward others.
5. Radiates warmth, friendliness, enthusiasm, and joy in living.

6. Endeavors to become more competent, understanding, and creative.
7. Possesses a sparkling sense of humor and laughter.
8. Possesses good health and physical vitality.

A screening committee composed of persons competent in Early Childhood Education should be selected by the institution to determine whether or not the student should enter and pursue the program. The screening process should begin during the freshman year and be continuous during the preparation period so that only those students who demonstrate appropriate qualities and competencies will be permitted to continue in the program.

A variety of procedures such as interviews, observation of the students with children in different situations, tests, checklists, guided self-assessment, and seminars should be used to determine whether or not the student possesses the qualities, interests, and attitudes needed to be successful as an Early Childhood teacher. The institution should have a listing of the procedures.

In order to develop specialized competencies of leadership in Early Childhood Education, it is necessary to pursue graduate study. The institution must describe clearly its policies for admission to graduate study. These policies should meet the requirements of regional and/or national accrediting agencies concerning such criteria as appraisal of academic achievement and satisfactory scores on the Graduate Record Examination or other standardized tests.

Students having earned the baccalaureate or master's degree in an area other than Early Childhood Education who wish to qualify for teaching young children should have their academic records analyzed and evaluated to determine individual needs for admission to the Early Childhood Education program. Consideration should be given to experiences the student has had in working with young children and in community agencies. A minimum of six semester hours or nine quarter hours should be designated for a course which would provide understandings and concepts necessary for orientating the students to the Early Childhood Education program.

Standard 4. The number of students admitted to the Early Childhood Education program should be in terms of the number of faculty members who have preparation in Early Childhood Education, the adequacy of resources including library holdings, and the availability of appropriate facilities for laboratory experiences.

For effective instruction in Early Childhood Education a student-teacher ratio of 1 to 25 is desirable. This ratio is necessary in order to provide for individual conferences; for planning, guiding, and coordinating various kinds of activities with young children; and for seminars with students in Early Childhood Education. It is important that a sufficient number of faculty members be employed to insure that there is a competent person in all phases of the program. It is impossible for one person, even with a small number of students, to provide a balanced program in all areas of the curriculum. There should be a minimum of three faculty members qualified in the area of Early Childhood Education

The library and other instructional materials must be adequate for the number of students to be served and for the instructional program, research, and other services pertinent to the total teacher preparation program. The adequacy of these resources is an important factor in establishing and maintaining a quality program. For more specific information on library and other resources see Standard 11.

It is generally recognized that laboratory experiences are an important part of teacher preparation. These experiences should include substantial observation and participation in working with young children in many kinds of situations and over extended periods of time under the supervision of qualified personnel. Adequate time and a variety of experiences must be provided to meet the needs of all students in the program. More specific information related to laboratory experiences is found in Standards 5b, 12, 13, and 14.

Standard 5. The institution should have a carefully planned, developmental, sequential, and balanced curriculum for the preparation of teachers in Early

Childhood Education. The curriculum should make adequate provision in terms of stated purposes for a. general education, b. professional education including laboratory experiences, and c. related subject areas of concentration.

a. General Education

The general education program should provide a broad liberal background of understandings and experiences and should use an interdisciplinary approach when appropriate. Consideration should be given to extending general education studies throughout the undergraduate and graduate program rather than limiting these studies to the freshman and sophomore years.

The curriculum should have sufficient structure so that students are required to take courses which are essential for all students, while at the same time, it should be sufficiently flexible so that the varied backgrounds, interests, and needs of the students may be taken into account in planning the program. The general education program should provide experiences to develop the following:

(1) An appreciation and enjoyment of music, art, and literature.

(2) An understanding of the physical and biological aspects of the world and the universe.

(3) The ability to speak clearly and use language effectively.

(4) The ability to express thoughts orally and in writing with clarity.

(5) Comprehension of the relationships as expressed in the symbolic systems of society.

(6) An understanding of society and cutures, both here and abroad with emphasis on the family as a basic unit in society.

(7) An understanding of economic, social, and political forces which make up the American system of government.

b. Professional Education Including Laboratory Experiences

The major purpose of professional education is the preparation of persons who have the ability to bring about appropriate changes in pupil behavior. The competencies required for the teacher to achieve this purpose should be the central core for the professional courses and experiences. These competencies can best be acquired in contact with children. Therefore, a developmental sequence of observation and participation should be provided throughout the program.

It is recommended that (1) approximately one-third of the professional program should be in human development, educational psychology, and foundations of education; (2) one-third in highly specialized courses for teachers of young children; and (3) one-third in laboratory experiences.

(1) Prospective teachers of young children must have an opportunity to gain a thorough understanding of the principles of human growth and development derived from the behavioral sciences such as biology, psychology, sociology, and anthropology. A study of teaching and learning theory should provide emphasis on how learning takes place; factors which influence learning; climates for learning; children's needs, interests, attitudes, and motivations; and the role of the teacher in facilitating learning. The primary purpose of the foundations based on the humanities and behavioral sciences is to provide the student with a context in which educational problems can be understood and interpreted.

(2) Specialized study in the professional program should include a cluster of courses and experiences specifically designed to prepare teachers for working with young children. This study should include an understanding of the interests of children at different levels. Ways of selecting, planning, organizing, presenting, and evaluating educational experiences for young children and a variety of materials and resources should be provided. Observation and participation in good programs for children must be an integral part of the study.

(3) The Early Childhood teacher should have planned laboratory experiences throughout the preparation period. These experiences provide an opportunity for synthesis and application of theoretical learnings that are provided through course work.

Concepts, values, and skills which are being learned may be applied, evaluated, and made more valuable through direct contact with children. If these experiences are to be of maximum value, they should be under the supervision of competent teachers of young children. Observation, participation, student teaching, and seminars give the prospective teacher an understanding of school philosophy, curriculum, facilities, instructional materials, and methods appropriate for young children.

The importance of the laboratory experiences demand that they be provided where students may observe and participate in exemplary Early Childhood Education programs. A committee appointed by the State Department of Education must approve all classes and/or school situations in which observations for teaching and student teaching are done. See Standard 12. This committee will be composed of persons who have experience, preparation, and commitment to Early Childhood programs as an integral part of public education.

The institution should make a survey of all available resources in the area which can provide desirable laboratory experiences. These resources should include school situations and non-school organizations and agencies such as playground and recreational centers, children's hospitals, mental health centers, day care centers, and observation in homes through cooperation with welfare agencies, and Children's Homes. A description should be given of how these experiences will enrich the total preparation program.

Professional education including laboratory experiences should make provision for acquiring the following: (a) knowledges, (b) understandings, and (c) competencies.

(a) Knowledges

(1) Knowledge and insight necessary for understanding human behavior with particular emphasis upon the early years.

(2) Knowledge of community agencies and their potential contribution to the child and his family.

(3) Knowledge of methods used in early intervention for promoting maximum development of children regardless of previous backgrounds.

(4) Knowledge of current problems, history, and philosophy of education and the philosophical and sociological foundations of Early Childhood Education.

(b) Understandings

(1) Understanding of principles of learning and how learning takes place, especially during the early years.

(2) Understanding of cognitive learnings involving language and concept development.

(3) Understanding of curriculum content in order to select, organize, present, and evaluate appropriate resources, experiences, space, and equipment for young children.

(4) Understanding of family life and sensitivity to relationships and cultural patterns which exist in home, school, and community.

(5) Understanding of the organization, administration, and operation of a program for young children and its relationship to the total school program.

(6) Understanding of current trends and research and their application to Early Childhood Education.

(c) Competencies

(1) Ability to promote the development of a positive self-concept in children.

(2) Ability to create a friendly, supportive environment which provides for a smooth transition from home to school and develops favorable attitudes toward learning.

(3) Ability to communicate effectively with young children.

(4) Ability to plan for appropriate experiences and activities according to the developmental level and individual needs of each child.

(5) Ability to relate principles of child development, the learning process, and knowledge of modern society to the development of programs for children.

(6) Ability to plan and evaluate with children.

(7) Ability to evaluate pupil learning and make use of the findings in planning activities.

(8) Ability to involve parents, para-professionals, and professional personnel in the program.

(9) Ability to provide for the professional growth of the staff.

(10) Ability to formulate a personal philosophy consistent with the best educational theory and practice available.

The above knowledges, understandings, and competencies should be developed through experiences such as:

(1) Formal and informal contacts with teachers who possess the knowledges, understandings, competencies, and personal characteristics which are desirable for Early Childhood teachers.

(2) Observation and participation throughout the preparation program in a laboratory setting which demonstrates quality teaching.

(3) Opportunities to observe and work with children, parents, and community agents in a wide variety of settings and with individuals from many socio-economic levels, subcultures, and ethnic backgrounds.

(4) Seminars, classroom discussions, lectures, readings, use of varied kinds of instructional materials and equipment, films, and video-tapes that are related to children.

(5) Student teaching with an opportunity to relate theory with practice in an approved school setting.

c. Related Subject Areas of Concentration

Teachers should have study in specialized content and in allied fields that will give greater perspective and flexibility in

teaching. This concentration should provide an opportunity for the student to develop special competency in an area and, therefore, enhance his contribution as a team member of the faculty. The concentration should consist of ten to fifteen per cent of the total program and may be done in such areas as sociology, anthropology, family relationships, child development, psychology, music, art, communication arts (literature, speech, creative writing, dramatics), mathematics, natural science, and social science.

Standard 6. The program for the master's degree must have a curriculum with laboratory experiences, library and other resources, competent faculty, and administrative organization beyond that which is provided for the undergraduate program.

The program of instruction should be planned for the baccalaureate and master's degree. Institutions which are developing a fifth year program may submit their undergraduate program before completing plans for the master's degree. Study beyond the fourth year should be directed toward advanced and more specialized phases of Early Childhood Education. The student should become familiar with methods of inquiry, major problems, literature pertinent to the field, and an understanding of research and the use of research findings in Early Childhood Education.

The graduate program must include general and specialized content which relates appropriately to Early Childhood Education. Direct experiences such as laboratory, practicum, assistantship and/or internship under the supervision of competent teachers should be provided. Students will have more experiences in administrative responsibilities such as planning in-service programs for teachers and para-professionals, working with community agencies, selecting and buying instructional materials and equipment, and advanced work in parent education. See Standard 3.

Standard 7. The institution should have a follow-up program of its students in order to evaluate the teachers it has prepared.

Data on professional assignments, activities, and performance of graduates should be secured and kept up-to-date. Evaluation of the graduates provides information for assessing the effectiveness of the program and also suggests new directions and areas in the program which need strengthening. Results of these evaluations should be reflected in appropriate changes in the preparation of teachers. Present means for making such evaluations are inadequate. The best means now available should be used and the institution should work toward developing better procedures.

D. FACULTY

Standard 8. The faculty should be composed of a sufficient number of well qualified members to achieve the objective of the undergraduate and graduate programs of Early Childhood Education.

The nature of the objectives of teacher education in Early Childhood Education programs will necessitate continuing faculty-student interpersonal relationships which can be provided only if a sufficient number of well qualified faculty is available. Each area of the curriculum should have a sufficient number of qualified faculty members to achieve its purposes. The teacher-student ratio should be determined by the nature of the courses taught. Professional courses developed through group interaction processes should ideally have from 15-25 members per teacher, while the number may be larger for other teaching-learning methods. Student advisement loads should not exceed thirty to thirty-five students per faculty advisor. It is usually desirable to have one student teacher per quarter or semester for each cooperating teacher. Under certain circumstances two students may be approved. The college supervisor's load should not exceed 15-20 student teachers as a full load.

Standard 9. The professional faculty of the Early Childhood program should be well qualified in relation to 1. academic preparation, 2. professional competencies and experiences in Early Childhood Education, and 3. personal qualities.

The institution should have a clearly defined plan or procedure for selecting personnel. This plan should include a definition and job description of the position, criteria for academic preparation and experience, and personal and professional qualifications desired. As a total faculty in Early Childhood Education, all members should meet the common requirements of the institution. Individual unique qualities, training, and experiences should enrich their contribution to the program.

1. Minimum standards of academic prepartion should require the Master of Science or Master of Arts degree or above

for all faculty members in the area in which he is teaching and the earned doctorate degree for fifty per cent of the faculty. All faculty members for graduate level programs should hold doctorate degrees.

The qualifications of faculty will be greatly influenced by the content and experiences included in their academic preparation. While the objectives of the Early Childhood Education program and the specific responsibilities of the faculty members are to be considered, certain common areas of preparation should be expected of all faculty members. These areas are:

a General education with emphasis upon the social sciences.

b Human growth, development, learning, and behavior, with emphasis upon Early Childhood.

c Philosophy, curriculum, materials, and methods of education including guided observation and teaching in Early Childhood Education programs.

d Knowledge and understanding in subject matter areas essential for curriculum development in Early Childhood Education.

e Speech and language development of children.

f Communication and group dynamics.

2. Professional experiences of the faculty should include direct experiences in Early Childhood Education with responsibility for teaching, and/or supervising programs. At least one faculty member should have had experience with four-or five-year-olds. First hand experiences in observing young children in family group situations at different socioeconomic and educational levels are imperative for the professional educator. If present faculty members lack these experiences, a specific plan for in-service education through workshops or other means should be in operation to meet this criterion immediately.

In addition to experiences with young children, it is also desirable that faculty members have had experiences with individuals and groups of college age youth in teaching-learning situations.

3. Personal qualifications should be defined and used as guides in the selection and evaluation of the professional faculty. Professional faculty members should exemplify the qualities and competencies expected of their students. If the faculty has clearly delineated these student outcomes, they may be more readily applied to their own self-evaluation and the selection of additional personnel. The subjective nature of the area of personal qualifications desired for "teachers of teachers" does not lessen the importance of determining some common, minimum standards. The following qualities are recommended as desirable for professional faculty members:

a Understanding, acceptance, and respect for human personality of individuals at all age levels.

b Sufficient vitality in physical and mental health to meet the demands of daily living adequately.

c Intellectual ability essential to intelligent problem solving and decision making.

d A positive self-image which provides confidence in fulfilling roles as persons, professional workers, and citizens.

e Intellectual curiosity and motivation to continue learning and professional development based on an intelligent evaluation of change.

f Personal appearance and grooming which contribute to gaining and maintaining the respect and confidence of students and faculty.

g Emotional maturity which is reflected in harmonious human relations.

Standard 10. The faculty of the Early Childhood Education program should be organized to the end that cooperative, unified efforts will be made toward achieving the purposes of the program.

The organizational structure of the faculty should identify role, functions, rank, status, and position of the members. The organizational channels should permit a mutual and free flow of ideas and the participation of faculty members in decision

making on matters of concern to the total college or university faculty.

The faculty member should be placed in the position for which he is best qualified and in which he is most interested. Assignments should be consistent with practices recommended by accrediting agencies. The teaching load of the professional member should allow time for direct experiences on different levels in on- and off-campus Early Childhood programs.

E. LIBRARY AND RELATED RESOURCES

Standard 11. The library should reflect the institutions commitment to support Early Childhood Education by the presence of appropriate materials and services for this specialized program.

The vital importance of the library to the achievement of the total objectives of the college or university should be recognized by faculty, students, and library personnel. In addition, an understanding of the relationship of the library services to the specific objectives of the Early Childhood Education program should be evident. Library needs should be supported by a reasonably proportionate per cent of the total library budget designated for Early Childhood Education. It is desirable to have some of the library personnel understand clearly the objectives of the Early Childhood Education program and curriculum materials available in the field.

The institution should have a library committee that has studied accepted standards for libraries. A faculty member from the Early Childhood Education staff should be available to serve as a consultant to the college or university library committee.

The nature and extent of the library collection constitutes the core of its potential contribution to the Early Childhood Education program. Adequate holdings in general education, professional education and subject matter areas should support program objectives at the undergraduate and graduate levels. Adequacy of library holdings in Early Childhood Education is evidenced by a sufficient number of books, periodicals, and other source materials needed for each specific area of the program. Recency of publications, scope of holdings in relation to recognized authorities in the field, different philosophies of education are also important indications of adequacy of library holdings.

F. PHYSICAL FACILITIES

Standard 12. The institution should provide the physical facilities necessary to implement the instructional and professional activities of a teacher education program in Early Childhood Education.

The goals of teacher education for Early Childhood Education may be more fully achieved if adequate physical facilities are available and utilized effectively. Each institution should consider the provision of these facilities in the light of goals which require specialized preparation of teachers. Facilities serving multi-purpose functions are more commonly agreed upon and accepted as legitimate requirements for college programs. Early Childhood Education programs, however, have some unique purposes and procedures which demand specialized equipment and other resources. For purposes of this bulletin they are listed as follows:

1. Nursery-Kindergarten School on campus
2. Child Development Laboratory
3. Curriculum Materials Center
4. Other needed facilities

1. The Nursery-Kindergarten School should be a model school exemplary in all of the acceptable standards for such schools. It should be located on campus or closely adjacent to the campus-community. This facility should be administered by the college as a learning-teaching situation for faculty, students, children, and parents. The design of the building should include ample space for the children and observation facilities for adults. Observation booths should have sound projection coverage for the adjacent rooms and should have one-way vision screens. Entrances and exits should allow privacy and freedom from interference with the children's activities.

2. A Child Development Laboratory should include one large room or two connecting rooms with ample storage and observation space. The laboratory should be provided on the campus in a building conveniently located for faculty, students, parents, and young children. The Child Development Laboratory should supplement rather than duplicate the nursery-kinder-

garten school. It should be designed for scientific testing demonstrations, observation of demonstration teaching, directed observations of groups of children, and other experiences unique to the professional education of teachers of young children. Video-tape equipment, tape recorders and other equipment should be available to promote maximum use of this laboratory. The observation booths should be ample in size and arrangement for seating from 25 to 30 students. These booths should be equipped with sound projection coverage for the entire laboratory. One-way vision screens should be installed to protect the privacy of children being observed. Ample storage will be needed for convenience and orderliness.

3. A Curriculum Materials Center equipped with audio-visuals and equipment for the development of teaching materials is essential for the Early Childhood Education program. Areas arranged in the Center may include (a) curriculum resource publications, such as courses of study; (b) audio-visuals, such as stereo units equipped with earphones, language master units; and (c) area for making teaching aids such as posters, transparencies, and charts.

4. The college should p r o v i d e other needed facilities. Standards for the selection, administration, and operation of off-campus student teaching centers for Early Childhood Education should be formulated. The number of cooperating schools needed by institutions will vary, however, certain criteria relative to the quality of the school program will be expected of any situation used for observation and student-teaching purposes. These criteria are defined by the committee appointed by the State Department of Education for approving school programs for student-teaching. See Standard 4.

Criteria developed by individual institutions should be in agreement with those of the committee.

Resources within or nearby the campus community should provide a wide scope of opportunities for directed observations and experiences with young children in families of different socioeconomic levels. Civic, private and/or public community agencies, and other types of organizations rendering services to young children in the social context of the school are also needed as observation opportunities for students. Many health and welfare agencies can provide valuable experiences.

Communication and transportation facilities will be needed for off-campus experiences essential to accomplishing the objectives of the Early Childhood Education program. For example, buses, station wagons, or other transportation vehicles for field trips and travel to observation centers are needed. Mobile communications media such as tape recorders, closed circuit T.V., and video-tape equipment is recommended, although this equipment is located on campus.

Standard 13. All appropriate resources of the institution should be available and utilized in the Early Childhood Education program.

Colleges and universities, especially multi-purpose institutions may have physical resources that can be used by several units or groups within the institution. For example, there may be a child study center, speech clinic, psychological service, language laboratory, or similar facilities which should be available for use by the Early Childhood Education program. An institution committed to the preparation of teachers of young children will make all appropriate resources available. It is the responsibility of the inter-disciplinary committee to study the potential of all resources on the campus and to plan ways for making cooperative and effective use of all such resources.

Standard 14. The institution should have immediate and long-range plans for the development and use of physical facilities to support the Early Childhood Education program.

All resources should be continuously evaluated by faculty and students for adequacy and efficiency of use in the Early Childhood Education program. Planning on a short and long term basis makes possible more intelligent decisions for present and future development of the program. Needs should be projected for all aspects of the program. Planning should be a cooperative, on-going process involving representatives from the various disciplines participating in the teacher education program. Leadership in this planning and evaluation should be the responsibility of the administrative unit directly responsible for the Early Childhood program.